SELPA JOB-ALIKE DISCUSSION GROUP:

LEVERAGING DATA TO BUILD STAKEHOLDER SUPPORT FOR SCALING OUT EBPS

CAPTAIN Year 6 Summit

BRIDGING DATA WITH LOCAL IMPLEMENTATION AND PLANNING

- Using statewide data systems

- Interpreting local data

- Aligning with state indicators and goals

- Leveraging data to scale out EBPs through LCAP

HOW WILL CAPTAIN CADRE IMPACT POSITIVE STUDENT OUTCOMES?

- Link our work to school improvement data and the CA School Dashboard

- Show how the Dashboard and Special Education Performance Indicators and Compliance Data overlap

- Build a bridge between these Data Systems to the LCAP

- Offer relevant training and coaching as part of the LCAP to MOVE THE NEEDLE!

- Show How EBP for ASD link with other EBPs and initiatives (PBIS/MTSS/UDL)
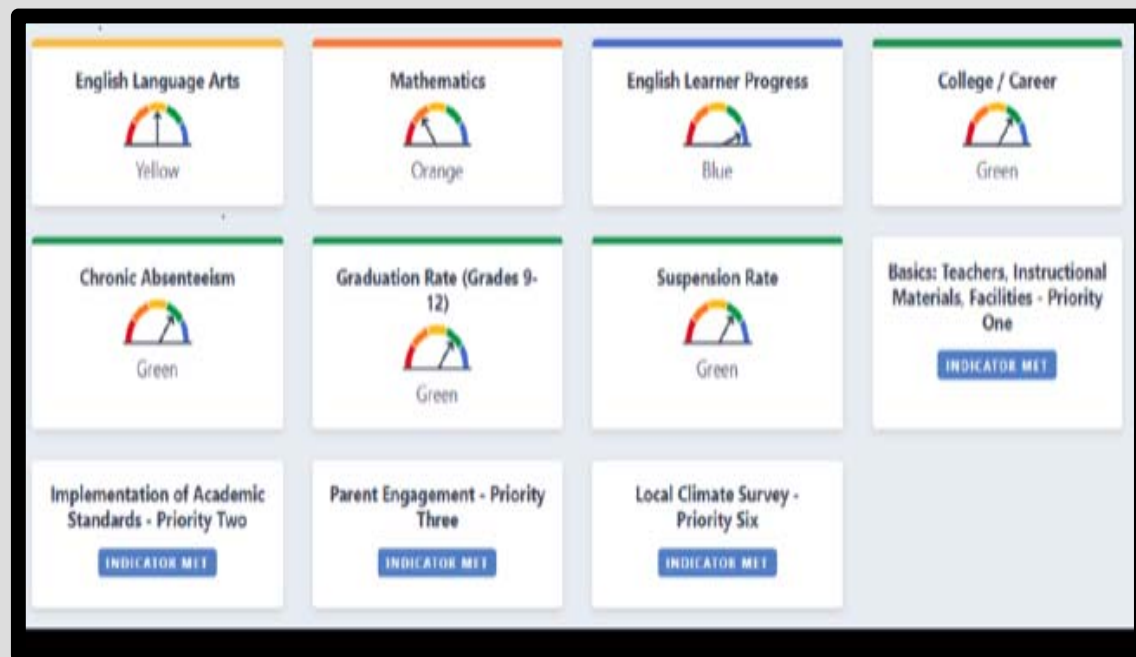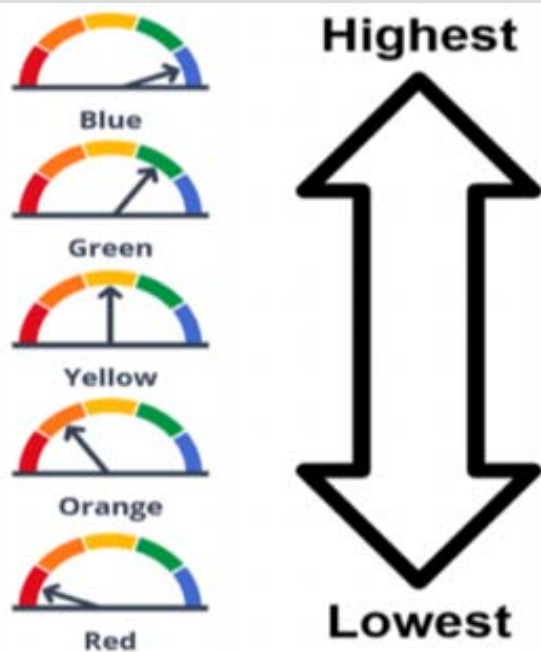
CHANGE PROCESS

1) Identify areas of need

2) Identify priorities

3) Identify EBPs that fit your context

4) Build stakeholder education and support

5) Provide training and coaching to key personnel

6) Monitoring implementation fidelity and reach

7) Evaluate school/district-wide outcomes

IDENTIFYING AREAS OF NEED:
CA SCHOOL DASHBOARD

NEW LOOK COMING SOON....

CA SCHOOL DASHBOARD

LOCAL INDICATORS

Basic Conditions
Teacher qualifications
Safe and clean buildings
Textbooks for all students

Implementation of Academic Standards

School Climate Surveys
Student safety
Connection to the school

Parent Involvement and Engagement

STATE INDICATORS

Chronic Absenteeism

High School Graduations Rate

Academic Performance

Suspension Rate

English Learner Progress

Preparation for College/Career (CCI)

CASE STUDY – ANYWHERE UNIFIED

- Located in semi-rural community
- Title 1 schools
- SWD *n* is <500.

Student Group Report

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	Americ
Chronic Absenteeism ↗	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)	🟠	🟠	🔴	🔴	🟠	🔴	🔵	🟠
English Learner Progress (1-12)	🟠	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate (9-12)	🔵	🔵	*	🔴	🔵	*	*	*
English Language Arts (3-8)	🟡	🟡	*	🟡	🟡	🔴	*	*
Mathematics (3-8)	🟡	🟡	*	🔴	🟡	🔴	*	*

Performance Levels:

🔴 Red (Lowest Performance) 🟠 Orange 🟡 Yellow 🟢 Green 🔵 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Now, Let's Look At Status Change Report….

Status Change Report

This report shows the performance levels for Students with Disabilities on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ⬚	N/A	N/A	N/A
Suspension Rate (K-12)	🔴	Very High 12.1%	Increased Significantly +7%
Graduation Rate (9-12)		Medium 86.2%	Declined -1.1%
College/Career (9-12) Select for one year of available data		Low 10.3%	N/A
English Language Arts (3-8)	🔴	Very Low 145.1 points below level 3	Maintained -0.8 points
Mathematics (3-8)	🔴	Very Low 178.1 points below level 3	Maintained +1.9 points

Performance Levels:

🔴 Red (Lowest Performance)   🟠 Orange   🟡 Yellow   🟢 Green   🔵 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

What concerns you? What needs a deeper dive?

SPECIAL EDUCATION DATA
PERFORMANCE AND COMPLIANCE INDICATORS:
WHAT SHOULD WE LOOK AT FOR ANYWHERE UNIFIED?

Performance Indicators
1. Graduation 4-Year Cohort
2. Dropout 4-Year Rate
3. Statewide Assessments
4a. Suspension/Expulsion (Overall)
5. Least Restrictive Environment (LRE)
6. Preschool Environments
7. Preschool Assessments
8. Parent Involvement
14. Post School
17. SSIP

Compliance Indicators
4b. Suspension/Expulsion (Race/Ethnicity)
9. Racial/Ethnic Disproportionality
10. Disability Disproportionality
11. Eligibility Evaluation
12. Part C to Part B Transition
13. Secondary Transition Goals/Services
15. Resolution Session
16. Mediation

CASE STUDY – ANYWHERE UNIFIED
LEAST RESTRICTIVE ENVIRONMENT (LRE)

Measure	Total No. of Students receiving Special Education (Age 6-22)	No. of Students in the environment	Percent of Students in environment receiving Special Education	Target This Year	Target Met
A. >80%	418	212	50.72%	>50.2%	Yes
B. <40%	418	48	11.48%	<23.6%	Yes
C. Separate Schools	418	14	3.35%	<4.2%	Yes

Data Source: December 2016 CASEMIS Submission

Based on This Data, District is Meeting LRE Goals….
So What Else Needs to Be Looked At?

CASE STUDY – ANYWHERE UNIFIED SUSPENSION/EXPULSION DATA

A. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.

No. of Students with Disabilities Suspended or Expelled for More than Ten Days	Total No. of Students with Disabilities (Age 3-22)	Percent of Students with Disabilities Suspended or Expelled for More than Ten Days	Statewide Rate	Over Statewide Rate?
*	467	0.64	2.30%	No

Based on This Data, District is Not Over Statewide Rate, But Dashboard Shows RED for Suspension/Expulsion Rate for SWD….

CASE STUDY – ANYWHERE UNIFIED GRADUATION RATE (STUDENTS WITH DISABILITIES)

Indicator 1 – Graduation Four Year Rate: Percent of all exiting students in grade twelve, and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma. This is a Prior Year Calculation.

Graduation Rate	Target	Target Met
86.21	74.84	Yes

Data Source: Cohort Data: http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
All LEAs have the same Graduation Rate Target. It is equal to the State's variable growth rate target for Students with Disabilities.

CASE STUDY – ANYWHERE UNIFIED ACADEMIC ACHIEVEMENT DATA (STUDENTS WITH DISABILITIES)

Indicator 3 - Statewide Assessments: Academic achievement testing to meet the requirements of California Assessment of Student Performance and Progress (CAASPP).

Area	Percent Participated	Participation Target	Target Met	Percent Level 3 or 4 Achievement	Achievement Target	Target Met
English Language Arts	97.07%	95%	Yes	2.64%	13.90%	NO
Math	96.70%	95%	Yes	1.52%	11.60%	NO

Data Source: Spring 2017 CAASP Data https://caaspp.cde.ca.gov/SB2017/Default

SWD Are Participating, but Not Meeting Achievement Standards….
What Else Can We Look At?   What's next?

Indicators (SPeD)	Priorities (LCAP)
1. Graduation 4-Year Cohort	5. Student Engagement
2. Dropout 4-Year Rate	5. Student Engagement
3. Statewide Assessments	4. Student Achievement 7. Course Access 8. Other Student Outcomes
4. Suspension/Expulsion	6. School Climate
5. Least Restrictive Environment (LRE)	1. Basic Services 2. Implementation of Standards 7. Course Access
6. Preschool Environments	7. Course Access
7. Preschool Assessments	7. Course Access
8. Parent Involvement	3. Parental Involvement
9. Racial/Ethnic Disproportionality	1. Basic Services 2. Implementation of Standards 4. Student Achievement 7. Course Access
10. Disability Disproportionality	1. Basic Services 2. Implementation of Standards 4. Student Achievement 7. Course Access
14. Post School	4. Student Achievement

Academic

SEL/Behavior

TIER 3

Highly Intensive and Individualized EBPs for Academics

Highly Intensive and Individualized EBPs for SEL/Beh

What CAPTAIN Has Done Well!

TIER 2

Small Group SAI using EBPs

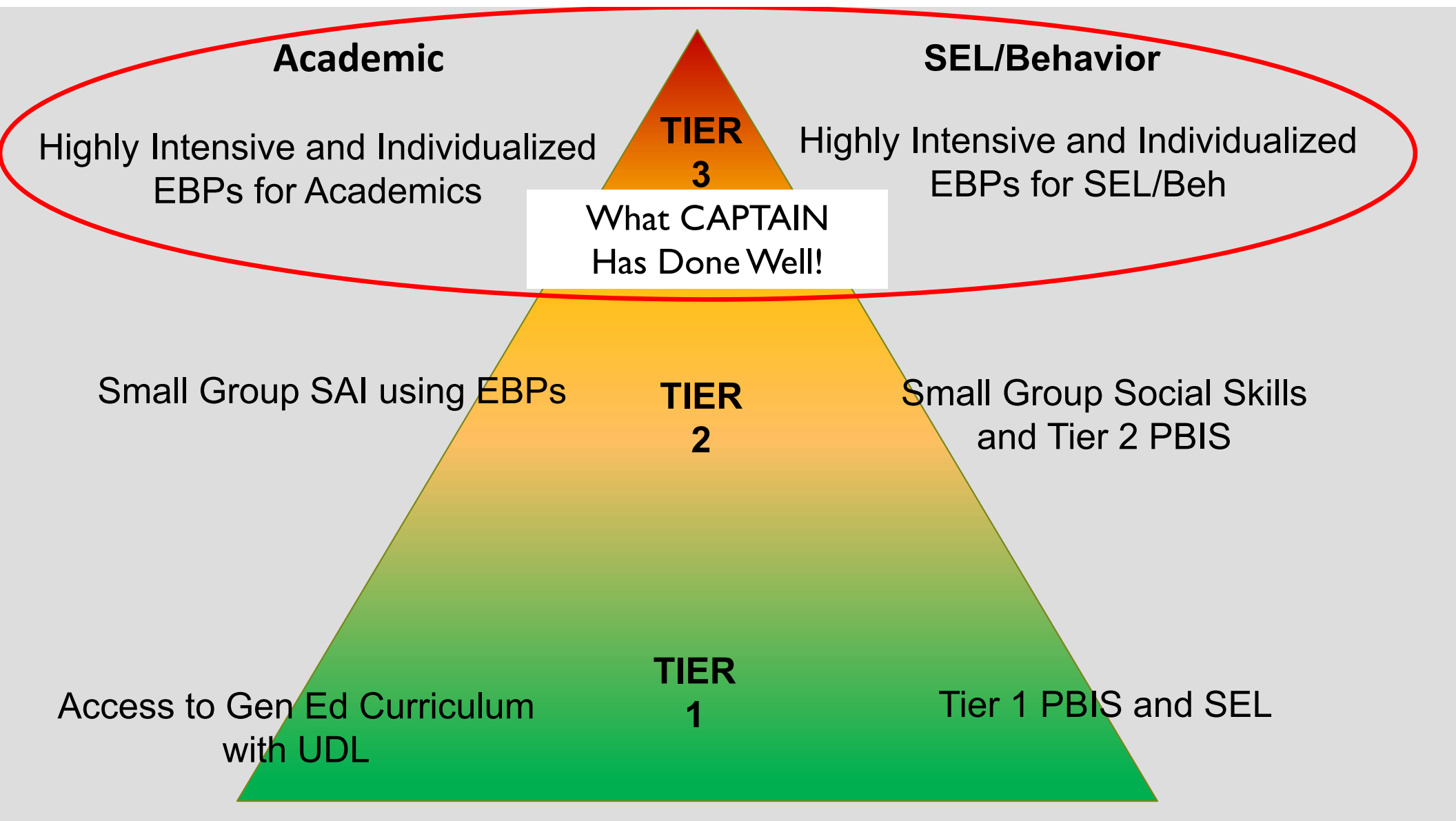Small Group Social Skills and Tier 2 PBIS

TIER 1

Access to Gen Ed Curriculum with UDL

Tier 1 PBIS and SEL

EBP: Visual Supports

EBP: Reinforcement

Individualized Student Schedule

Individualized Token Systems

SCALE

SCALE

TIER 3

TIER 2

TIER 1

Whole Class Schedule With Consistent Transition Signals Used By Gen Ed Teachers

Whole Class Reinforcement Systems, 5:1 Positive to Corrective

EBP: Social Narrative and Video Modeling

Individualized Social Narrative and Video Modeling About Expected Behavior

EBP: Self Management

Individual Self Management System (Like 5 Point Scale With Regular Check Ins)

SCALE

SCALE

TIER 3

TIER 2

TIER 1

Posted Rules/Expectation, Explicitly Taught, Video Models/Examples

Whole Class Self Monitoring System for Independent Work Completion

IDENTIFY EBPS THAT COULD HELP AND REACH MORE STUDENTS

- Which EBPs might address some of "Anywhere Unified's" challenges?

- At which tiers or in what contexts?

- Who would need to be **trained** and **coached** to implement?

- Are other Initiatives under way that can be linked/leveraged?

- How could you link the EBP Training/Coaching to the LCAP priorities?

YOUR NEXT STEPS:
SCALE UP/SCALE OUT

- Look at your Dashboard and APR/Special Education Indicators with your Administrators to identify your areas of needs

  - School site level or district level

  - LRE, Suspension, Graduation Rates, Academic Achievement….

- Embed your CAPTAIN EBP work (Training and Coaching on EBPs) into LCAPs and link the other initiatives

- Scale out the **use of EBPs and the CAPTAIN Training and Coaching Model** more broadly

Lead from where you are!

RESOURCES

- EBP chart with definitions

- ASD and UDL

- ASD and PBIS

- EBP Administrator Classroom Walk Through